

BETHEL ELEMENTARY

6000 Hwy. 55, East
Clover, SC 29710

GRADES PK-4 Elementary School

ENROLLMENT 353 Students

PRINCIPAL Robert B. Parker, Jr. 803-831-7816

SUPERINTENDENT Dr. Vickie W. Phelps 803-222-7191

BOARD CHAIR Frank C. Falls 803-222-9710

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	7	1	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Excellent	Yes
2004	Good	Unsatisfactory	Yes

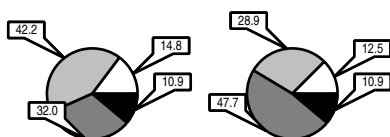
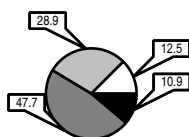
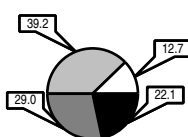
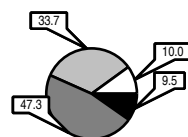
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

42.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Elementary Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	140	100.0	12.5	28.9	47.7	10.9	70.3	Yes	Yes
Gender									
Male	73	100.0	17.6	33.8	41.2	7.4	61.8		
Female	67	100.0	6.7	23.3	55.0	15.0	80.0		
Racial/Ethnic Group									
White	124	100.0	10.6	30.1	46.9	12.4	71.7	Yes	Yes
African-American	10	100.0	30.0	10.0	60.0	0.0	70.0	I/S	I/S
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	119	100.0	5.5	27.3	54.5	12.7	80.9		
Disabled	21	100.0	55.6	38.9	5.6	0.0	5.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	140	100.0	12.5	28.9	47.7	10.9	70.3		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	139	100.0	12.5	28.9	47.7	10.9	70.3		
Socio-Economic Status									
Subsidized meals	30	100.0	21.4	39.3	39.3	0.0	57.1	I/S	I/S
Full-pay meals	110	100.0	10.0	26.0	50.0	14.0	74.0		

Mathematics - State Performance Objective = 15.5%									
All Students	140	100.0	14.8	42.2	32.0	10.9	64.1	Yes	Yes
Gender									
Male	73	100.0	19.1	41.2	27.9	11.8	61.8		
Female	67	100.0	10.0	43.3	36.7	10.0	66.7		
Racial/Ethnic Group									
White	124	100.0	13.3	41.6	32.7	12.4	66.4	Yes	Yes
African-American	10	100.0	20.0	60.0	20.0	0.0	50.0	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	119	100.0	8.2	41.8	37.3	12.7	72.7		
Disabled	21	100.0	55.6	44.4	0.0	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	140	100.0	14.8	42.2	32.0	10.9	64.1		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	139	100.0	14.8	42.2	32.0	10.9	64.1		
Socio-Economic Status									
Subsidized meals	30	100.0	25.0	35.7	25.0	14.3	50.0	I/S	I/S
Full-pay meals	110	100.0	12.0	44.0	34.0	10.0	68.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	59	100.0	12.3	22.8	59.6	5.3	64.9
	Grade 4	69	100.0	15.2	42.4	37.9	4.5	42.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	72	100.0	12.7	21.1	50.7	15.5	66.2
	Grade 4	68	100.0	13.2	36.8	45.6	4.4	50.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	59	100.0	7.0	45.6	38.6	8.8	47.4
	Grade 4	69	100.0	7.6	36.4	31.8	24.2	56.1
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	72	100.0	18.3	47.9	25.4	8.5	33.8
	Grade 4	68	100.0	11.8	36.8	39.7	11.8	51.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 353)				
First graders who attended full-day kindergarten	93.5%	N/C	97.3%	100.0%
Retention rate	1.6%	Up from 0.3%	1.6%	2.7%
Attendance rate	97.1%	Up from 96.9%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.3%		2.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		2.5%	3.5%
Eligible for gifted and talented	20.7%	Up from 13.2%	27.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.2%	Up from 4.9%	5.8%	8.2%
Older than usual for grade	0.0%	Down from 0.4%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	74.1%	Up from 73.1%	59.6%	51.4%
Continuing contract teachers	100.0%	No change	90.0%	87.5%
Highly qualified teachers**	85.7%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.9%	Up from 91.8%	89.3%	86.7%
Teacher attendance rate	95.0%	Up from 94.6%	95.2%	94.9%
Average teacher salary	\$44,612	Up 1.3%	\$43,403	\$40,760
Prof. development days/teacher	13.1 days	Up from 10.8 days	11.4 days	12.4 days

School

Principal's years at school	27.0	Up from 26.0	6.3	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 17.8 to 1	20.2 to 1	18.9 to 1
Prime instructional time	91.3%	Up from 91.0%	91.0%	90.0%
Dollars spent per pupil*	\$8,047	Up 5.1%	\$6,019	\$6,044
Percent of expenditures for teacher salaries*	68.5%	Up from 67.7%	69.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	88.4%	Down from 98.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bethel Elementary is an exciting and nurturing place to learn, successfully blending a family atmosphere of caring educators with high expectations for academic success. Striving to meet these challenges is evident in the following accomplishments:

- * Palmetto Gold Award Winner 2002, 2003, and 2004;
- * Met standards of No Child Left Behind federal legislation requirements;
- * A strong character education program;
- * An active and involved PTA, School Improvement Council, and parent mentoring program;
- * Incentive programs such as Accelerated Reader, Book-It, Honor Roll, Principal's Pals recognition, and Math Superstars.

Administrative support allows the faculty, staff, and students at Bethel Elementary to model excellence. An atmosphere of community encourages teachers and students to meet their potential.

Our teachers are achieving national board certification, pursuing advanced degrees, attending and presenting at conferences, participating in professional book studies, and mentoring fellow educators.

While academics is our major focus, Bethel students are challenged to grow and mature emotionally, socially, and aesthetically. They participate in the Artist in Residence Program, Fine Arts Festivals, student choruses, community service projects, the conflict resolution program Second Step, a weekly student-led television news program, fourth grade work crew, and the Governor's Citizenship Award. These and other activities throughout the year integrate the nine character traits students study into their daily behavior and learning.

Bethel Elementary has a strong commitment to educating the whole child.

Kim Sexton (SIC Chairman),

Robert B. Parker, Jr. (Principal)

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	61	54
Percent satisfied with learning environment	100.0%	95.1%	87.0%
Percent satisfied with social and physical environment	100.0%	95.1%	88.9%
Percent satisfied with home-school relations	100.0%	96.7%	71.2%

*Only students at the highest elementary school grade level at this school and their parents were included.